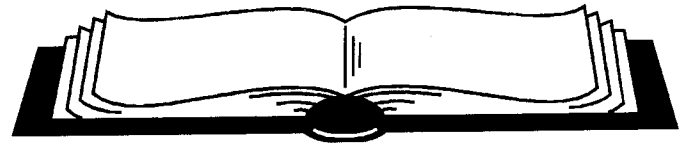


# NEW JERSEY

1999-2000  
Guidelines and  
Application



**BEST ORIGINAL PRACTICES**

**RECEIVED**  
NOV 22 1999  
N.J. DEPT. OF EDUCATION  
WARREN COUNTY OFFICE

**Deadline for Application to County Office:**  
**NOVEMBER 22, 1999**

<b>Category</b>	Early Childhood Ed. Program (Application is limited to one category. See page 3 for details.)		
<b>Practice Name</b>	Parent to Parent		
<b>Number of Schools with Practice</b>	1	(If more than one school or district, read and complete information on page 2.)	
<b>County</b>	Warren		
<b>District (Proper Name)</b>	Franklin Township Elementary School		
<b>District Address</b>	School District street/p. o. box 52 Asbury/Broadway Road, Washington, NJ 07882 city zip code		
<b>District Telephone</b>	908 689-2958	Fax 908 689-1786	Email jinksr@warrennet.org
<b>Chief School Administrator</b>	Roger A. Jinks		
<b>Nominated School #1 (Proper Name)</b>	Franklin Township Elementary School		
<b>School Address</b>	street/p. o. box 52 Asbury/Broadway Road city Washington, NJ zip code 07882		
<b>School Telephone</b>	908 689-2958	Fax 908 689-1786	Email jinksr@warrennet.org
<b>School Principal</b>	Roger A. Jinks		
<b>Program Developer(s)</b>	Pauline E. Albrecht, Ed.S., NCSP		
<b>Chief School Administrator's or Charter School Lead Person's Signature</b>	<i>Roger A. Jinks</i>		

**FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY**

Approved: ☒ Yes ☐ No County Superintendent's Signature

*N.K.*

# NEW JERSEY BEST PRACTICES 1999-2000 APPLICATION

## Application Requirements:

- ◆ **RESPONSES to the information and the statements below must be ANONYMOUS.** No reference should be made to the names of the district or the school(s). Use the words "the school" or "the schools" in referring to the applicant in responding to the statements.
- ◆ **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable) and 4 and THE NUMBER OF LINES SPECIFIED FOR RESPONSES to the statements.** Do not include any additional materials, as they will not be reviewed in the selection process.
- ◆ Application must be **keyboarded on 8 1/2" x 11" white paper, portrait format. Ten-point or larger computer font or twelve-pitch or larger typewriter font must be used.** (This sentence is in ten-point.)
- ◆ **KEYBOARDED RESPONSES** to the statements below must be **no more than a total of three pages.** Keyboard the statement followed by the response. Format your response to the number of lines specified.
- ◆ The information on page 4 and the keyboarded responses to statements must be printed or copied on **one side of the page.** The information on pages 1 and 2 (if applicable) must be printed or copied on **one side of the page.** Staple pages 1 and 2 (if applicable) and 4 and the keyboarded responses together.
- ◆ The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
- ◆ The original and seven copies of the application must be submitted to the county superintendent of schools by **November 22, 1999**, with the **Itemized List of District Applications** form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.
- ◆ **FAILURE TO COMPLY WITH THE PROCEDURES FOR SUBMISSION OF THE APPLICATION MAY RESULT IN THE ELIMINATION OF THE APPLICATION.**

The following data is required to assist the panelists in the evaluation of the application:		
<b>Type of School</b> <input checked="" type="checkbox"/> Elementary School <input type="checkbox"/> Middle School <input type="checkbox"/> Junior High School <input type="checkbox"/> High School <input type="checkbox"/> Other: _____	<b>Grade Levels</b> <u>PRE-K-6</u>	<b>Practice Name</b> <u>PARENT TO PARENT</u>  <b>Number of Schools with Practice</b> <u>1</u> <b>Number of Districts with Practice</b> <u>1</u>

<b>Check the ONE CATEGORY into which the practice best fits.</b>		
<input type="checkbox"/> Arts (Visual and Performing Arts) <input type="checkbox"/> Assessment/Evaluation <input type="checkbox"/> Bilingual Education and Diversity <input type="checkbox"/> Citizenship/Character Education <input checked="" type="checkbox"/> Early Childhood Education Programs <input type="checkbox"/> Educational Support/Guidance and Counseling Programs (services contributing to high student achievement)	<input type="checkbox"/> Educational Technology <input type="checkbox"/> Health and Physical Education <input type="checkbox"/> Language Arts Literacy <input type="checkbox"/> Mathematics <input type="checkbox"/> Professional Development <input type="checkbox"/> Public Engagement <input type="checkbox"/> (family involvement and partnerships with business, community and/or higher education)	<input type="checkbox"/> Safe Learning Environment <input type="checkbox"/> School-to-Careers/Workplace Readiness <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Special Education <input type="checkbox"/> World Languages

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated. **(Maximum of 50 lines for response)**
2. Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum including the Cross-Content Workplace Readiness Standards\** addressed by the practice and describe how the practice addresses the standard(s). **(Maximum of 50 lines for response)**
3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. **(Maximum of 60 lines for response)**

\*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's website at <http://www.state.nj.us/education>.

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**1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated.**

This practice called *“Parent to Parent”* provides a comprehensive parent education program with a strong emphasis on early childhood and preschool intervention. As a rural and developing community, many families move into our community without an extended family network. The school has taken the lead in building bridges of support for parents in our community.

We provide evening preschool parenting classes in the Fall; this is open to all residents in the community. Babysitting has been provided; this enables both parents to attend and single parents to attend the program more consistently. Classes are led by the school psychologist, preschool disabled teacher, and speech/language therapist for preschool parenting class and the school psychologist and school nurse for the elementary age parenting class. Staff volunteer their time and expertise. These programs allow the parents to access a range of information and expertise, while making supportive connections with other families and pertinent staff in our school. Ongoing support to maintain positive family behaviors is very important. Our school hosts “Family Library Night” weekly and maintains a comprehensive parenting library and series of informational brochures. These brochures are also displayed in the main office for easy parent access year round. The school psychologist maintains an additional parenting library to supplement the school library and these resources are available to anyone in the community. We have purchased the parenting series on video tape and audiotape reviews and loan them to families upon request. Parents are provided with information on area resources, reading materials, and support. Assistance with connecting with community agencies is also accomplished, when needed. Finally, as part of our developmental approach, families are encouraged to enroll in our evening school age parenting classes in the Spring.

**Objectives:**

- to build bridges of support for parents in our community
- to build a strong parent-child relationship
- to help parents instill self-esteem, courage, responsibility and cooperation in their children
- to teach parents specific parenting techniques and skills
- to provide an ongoing, developmental program to support families

The innovative practice is comprehensive, developmental, and makes a point of supporting families with special needs children alongside other families in the community which assists them in transitioning their children into our school and community. It allows many types of families to participate in a variety of ways according to their needs and schedules. This program provides positive result with varied family constellations. We believe that parenting education assists families in preparing their children to more fully benefit from school. It promotes a close parent-staff-school relationship early on that fosters excellent relationships as the child progresses through school. High student achievement is promoted as families and faculty work together with a common vocabulary and understanding of child development and expectations.

This practice can be replicated by accessing a parenting education video series that has multiple, sequential programs such as “Active Parenting”. Pertinent school staff and faculty may review current reading lists in parenting education and catalogs to select videos, tapes, books, and brochures that touch on key topics in their own community. Accessibility to these resources should be determined; an open means for parents to select their own materials without required

staff intervention is suggested. Also, the availability of support staff (counselor/school psychologist) is needed for parents to implement the consultation piece.

**2. Describe the educational needs of students that the practice addressed and how they were identified. List the Core Curriculum including the Cross-Content Workplace Readiness Standards addressed by the practice and describe how the practice addresses the standard(s).**

Our parenting education program is extremely supportive of the core curriculum. It assists children in being ready to learn the content presented in school, whether it is math, science, or language arts. We have found that not all children come to school “ready” to learn. Many have home issues that have evolved over years that impede educational progress. Preschool children’s educational needs relate to the dynamic changes in early childhood development. When the family learns how to work better as a unit and how to facilitate skills and positive attitudes in their children, children are more interested in learning, able to retain and apply skills, and enjoy a positive attitude towards lifelong learning. Reaching parents early on in their child’s development supports parents with the demanding responsibilities of raising a young child and provides them with specific skills. By doing this, the child’s health, well-being, and “readiness” to learn are all enhanced, leading to high student achievement.

Cross-Content Workplace Readiness Standards are also positively affected by our approach:

*-All students will develop career planning and workplace readiness skills.* By teaching children optimism, courage, responsibility and cooperation, employer-valued and lifelong skills are internalized. Positive self-esteem opens doors for children, giving them options that they might not have considered in career planning.

*-All students will use technology, information, and other tools.* Our classes are video based, utilizing proven technology that engages parents. The information is based on research and supported by experts in the field of child development. Other technology tools such as the home video series and audiotapes support our program as do our parenting library, brochures, and staff. Children see their parents value and learn from a variety of sources.

*-All students will use critical thinking, decision-making, and problem-solving skills.* Families have a crucial role in instilling fundamental attitudes and qualities of self-esteem, cooperation, responsibility, and cooperation in young children. These can be taught and supported through parenting education. By doing this, students are then taught by their parents how to work through difficulties as the parents effectively model problem solving and communication.

*-All students will demonstrate self-management skills.* Families are taught problem-solving and communication techniques. This enables parents to “step back” from their children to assess areas of strength and difficulty and then apply thoughtful solutions. Parents model this thoughtful process, providing children with guidance on how to regulate their own behaviors.

*-All students will apply safety principles.* A key component in our program is teaching what is appropriate for various stages of child development. In the preschool segment, safety issues including topics such as childproofing and supervision expectations are covered in addition to others. Also, our program supports safety within the home as it emphasizes a non-violent discipline approach. This gives parents the tools to discipline children in an effective, safe means.

**3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met.**

We use a parent postsurvey to assess the effectiveness of the program's presentation, materials, content, schedule, room/environment in addition to asking for the parent's suggestions in improving the program. The staff reviews these forms and considers program modifications to meet the parents' needs.

The school psychologist is able to follow up on children whose parents attend the parent program, offering them additional support when needed. As she is involved in all aspects of the parenting program, she can assess whether parenting education would benefit the family, and if the parents have attended the program, she can consider the degree of implementation of the skills taught and can reach out to the parents with additional support to improve implementation.

We regularly assess, as a school, the level of community and parental involvement. We host many school-wide events that the community is invited to attend. We can assess by observation and attendance how successful we have been in "building bridges of support".

We have received numerous written and oral "thank yous" from the community. As the staff provides this program on a volunteer basis, the community has expressed appreciation for the program and the support of both the staff and other parents. Parents recommend our series to others. Parents having taken the early childhood course frequently attend the next level, elementary age parenting series.